DOCUMENT RESUME

ED 035 255 EF 003 899

TITLE	Henry B. duPont Middle School. Alexis I. duPont School District.
PUB DATE	[66]
NOTE	23p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$1.25
DESCRIPTORS	Building Plans, *Educational Programs, Flexible Schedules, Group Instruction, Independent Study, *Individualized Instruction, *Middle Schools, *School Design, *Team Teaching

ABSTRACT

The best techniques of individualized instruction have been utilized in the development of the program in this new middle school. Team teaching will provide for large and small group instruction plus opportunities for independent study. The teacher teams will utilize both the horizontal and vertical organizational approach. Diagrams of the functional relationships of the basic program elements aid in explaining the floor plans. (TC)

ED035255

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

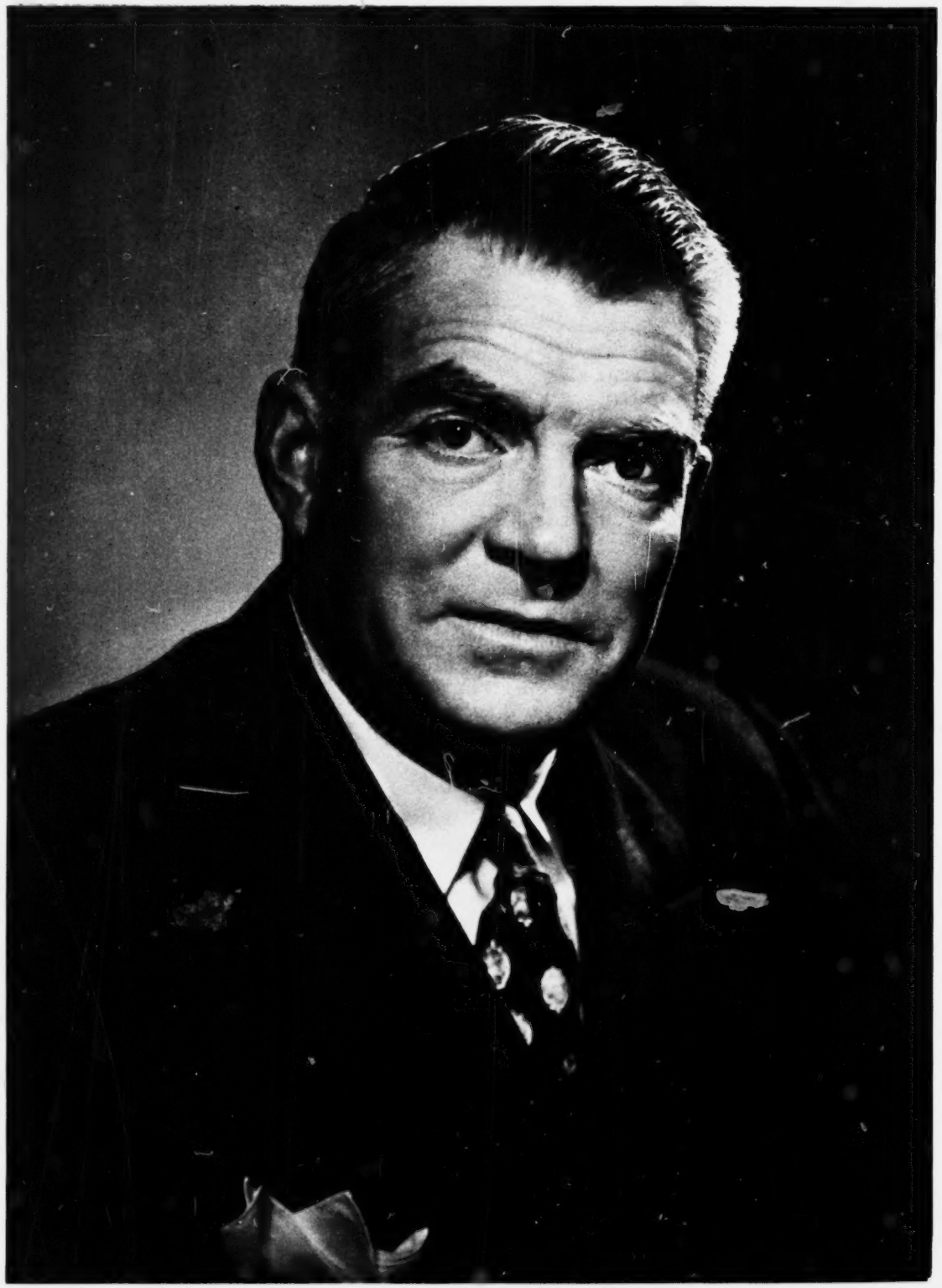
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

EF 003 899

HENRY B. duPONT MIDDLE SCHOOL

ALEXIS I. duPONT SCHOOL DISTRICT

ED035255



Dr. Henry B. duPont

The Board of Education rightly honored Dr. duPont by naming this Middle School for him. He served for forty years as a member and thirty years as President of the Board of Education of the Alexis I. duPont School District. During these years the District not only has grown in size but in educational program. Dr. duPont was an advocate of change where change seemed necessary and this Middle School embodies numerous changes in educational program, many of which were developed during his term as President of the Board.

His untiring efforts on behalf of the School District for the long period of years is universally appreciated by pupils, staff, and the citizens of the community. Even though not connected directly with the District, his enthusiasm and help has continued to be an inspiration. In short, he is a real friend of Education.

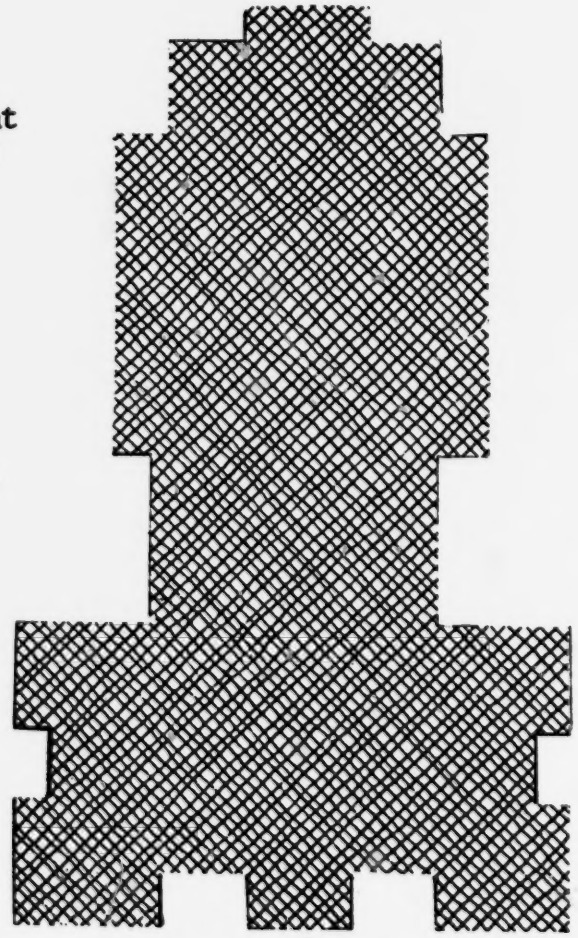
HENRY B. duPONT MIDDLE SCHOOL

BENGE AND MEETING HOUSE ROADS
MILL CREEK HUNDRED
NEW CASTLE COUNTY, DELAWARE

BOARD OF EDUCATION

DR. I. FLETCHER WALKER, President
DR. JOHN H. LONG, Vice President
DR. JOHN E. CASTLE
MR. SAMUEL R. RUSSELL
DR. WILLIAM H. SHARKEY
DR. THOMAS W. HOWIE. Secretary

DR. THOMAS W. HOWIE
SUPERINTENDENT OF SCHOOLS
ALEXIS I. duPONT SCHOOL DISTRICT
HILLSIDE ROAD
GREENVILLE, DELAWARE,19807

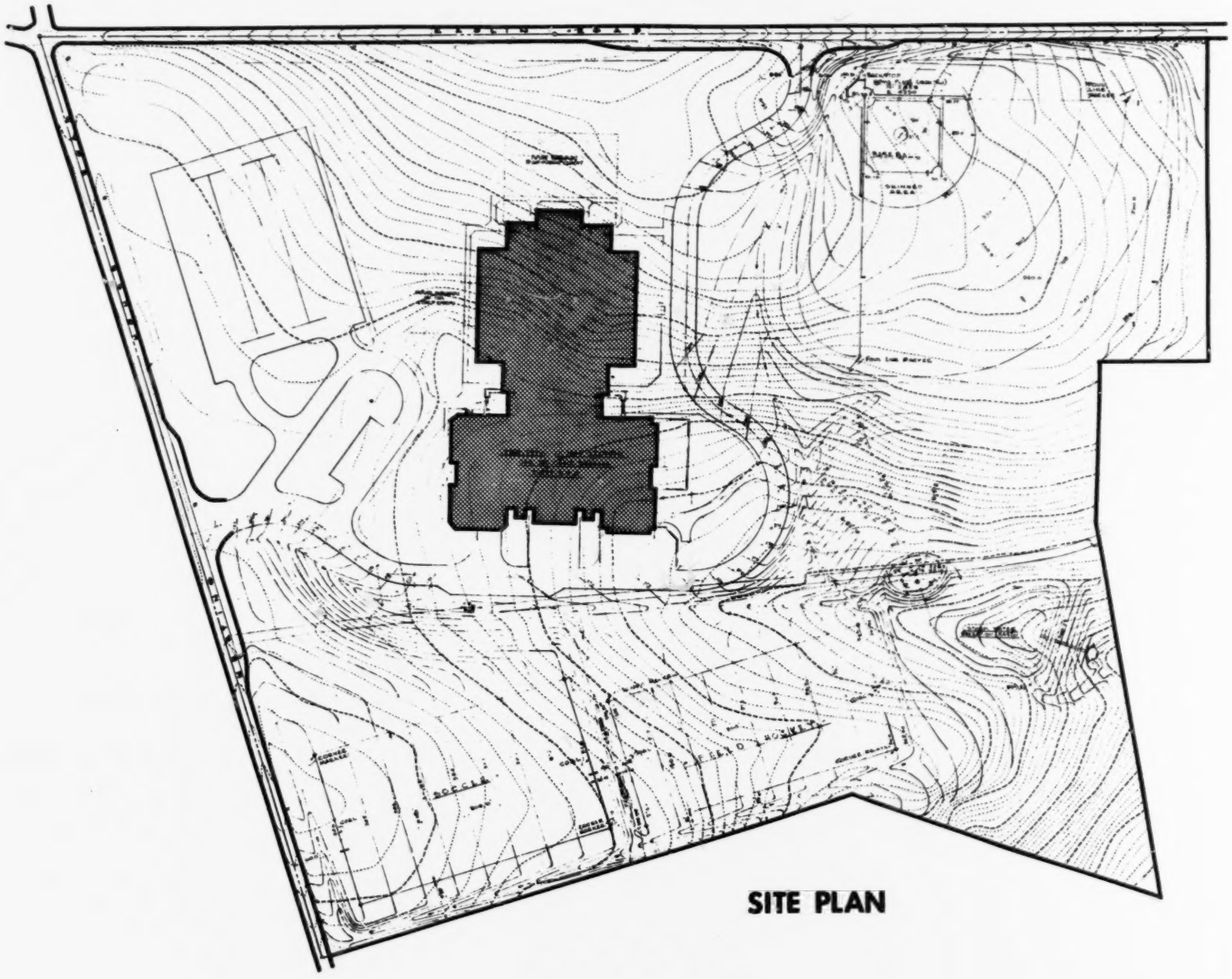


BUILDING COMMISSION

DR. JOHN H. LONG, Chairman
DR. JOHN E. CASTLE, Vice Chairman
MR. SAMUEL R. RUSSELL
DR. WILLIAM H. SHARKEY
DR. I. FLETCHER WALKER
MR. H. LELAND BROWN, Ex-officio
DR. THOMAS W. HOWIE. Secretary

WHITESIDE, MOECKEL & CARBONELL
901 MARKET STREET
FIFTH FLOOR
WILMINGTON, DELAWARE,19801
Joseph E. Carbonell.
Partner & Coordinator of Project

FINAL PLAN



NORTH

SITE PLAN

FINAL PLAN

ALEXIS I. duPONT SCHOOL DISTRICT

HENRY B. duPONT MIDDLE SCHOOL

WHITESIDE MORCKEL & CARBONELL A.I.A.

THE MIDDLE SCHOOL CONCEPT

The middle school is as the name suggests, an intermediate school, a school between two other schools - elementary and high school. The new middle school will have a sense of innovation, of adaptability, of coming a bit closer than our past efforts to meeting the needs and potential of children 10 to 14. Through its physical layout and instructional program, the new middle school will take better account of the individual needs and abilities of the between age group youngsters, use and further study a variety of instructional innovations and groupings. The new middle school will emphasize flexibility where students are encouraged to explore subjects on their own with reference work tailored to particular student needs.

Studies* have shown that children in the middle school age range are psychologically and physiologically compatible and that the needs of this age group can best be met in a middle school.

In our present middle school, we find that students are ready and eager for experiences that are different from those they had in the elementary schools. They are not quite ready for high school experiences or those associated with a junior version of one.

Blocks of time will be organized so that teams of teachers can meet the needs of individual students through large, small and individual instruction.

Pupils in the new middle school will be given an opportunity to become more independent as they continue in the total middle school program. The 5th and 6th grades will provide a transitional period as the children come from the self-contained classrooms of the elementary school. Students in the 7th and 8th grades will have an opportunity for more independent and guided study utilizing large and small group instruction. This program will enable a better transition for the flexible scheduling used in our High School.

An atmosphere for extension of basic skills, appreciation, knowledge and attitudes in meaningful situations will be provided. There will be planned social functions appropriate for this age group and no activities of an advanced social nature.

The new middle school should be an exciting venture in education, one which will provide a staff, program, and a school building which will help each child meet with the highest success in learning and working with others of his age group.

*Alexander, W. M. and E. L. Williams "Schools for the Middle Years", Educational Leadership, 23:217-23, December, 1965.

Mills, George E. "The How and the Why of Middle Schools", Nations Schools, 68:6, December, 1961.

Murphy, Judith "Middle Schools, New York", Educational Facilities Laboratory, Inc. 1965.

Rice, A. H. "What's Wrong with Junior Highs? Nearly Everything", Nations Schools, 74:30, November, 1964.

PROGRAM

The program in the new middle school should be developed utilizing the best techniques of individualized instruction - to take them from where they are achievement-wise and proceed. In order to do this, the program must be flexible.

The progress of each child must be known by those who work with him at any time rather than waiting for long range testing. In order to do this, teachers who work with students will work in teams, not only for instruction purposes in the classes, but also to study the progress of individual students as part of the teacher planning periods.

The teacher's teams will provide for:

Large group instruction
Small group instruction
Independent study

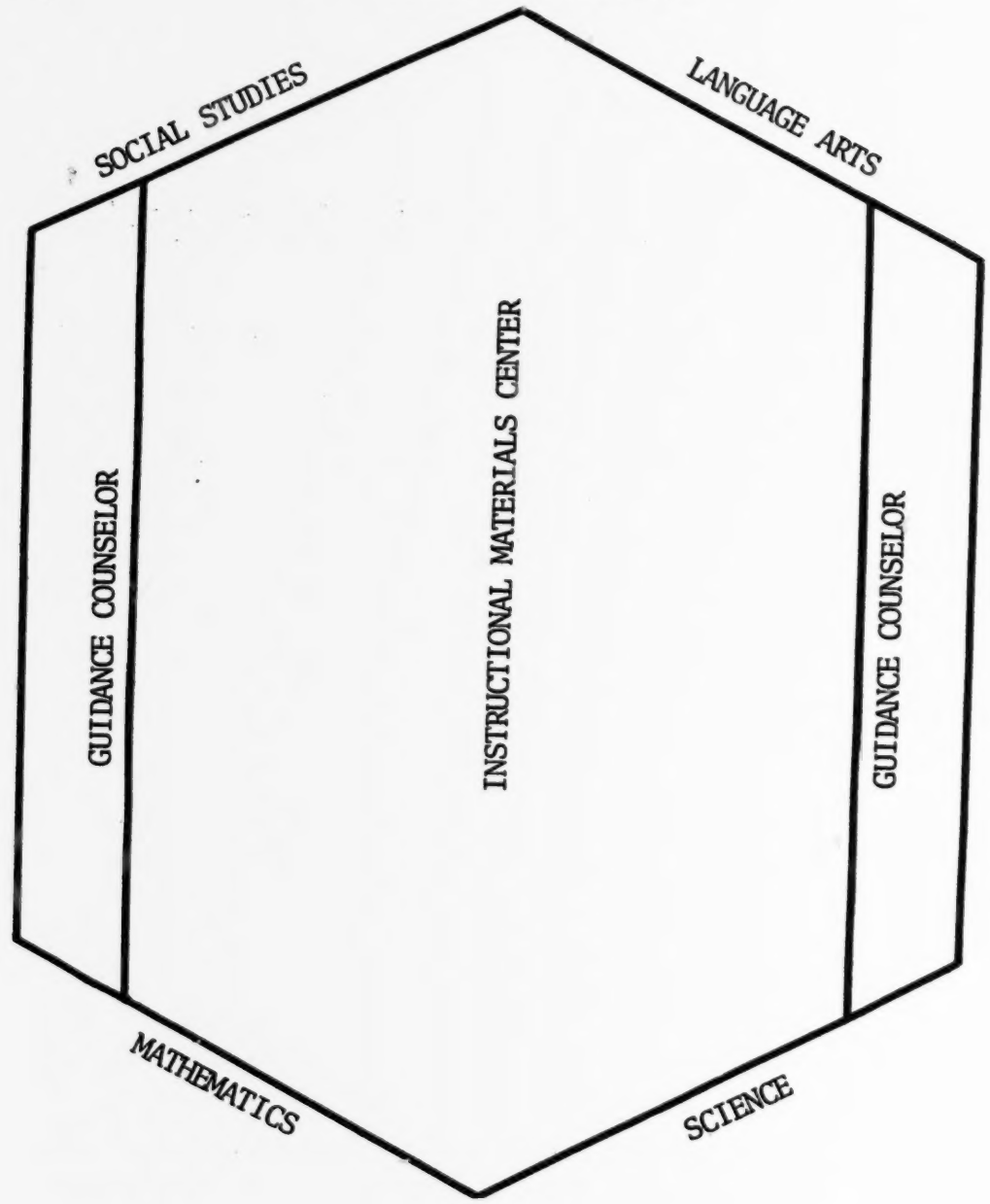
Teams will be organized in the following manner:

Teacher of Social Studies
Teacher of Language Arts
Teacher of Science
Teacher of Math
Associative Arts*-offered
in grades 5-8

*Associative Arts

Industrial Arts
Home Living
Vocal Music
Arts and Crafts
Art
Physical Education -
Health

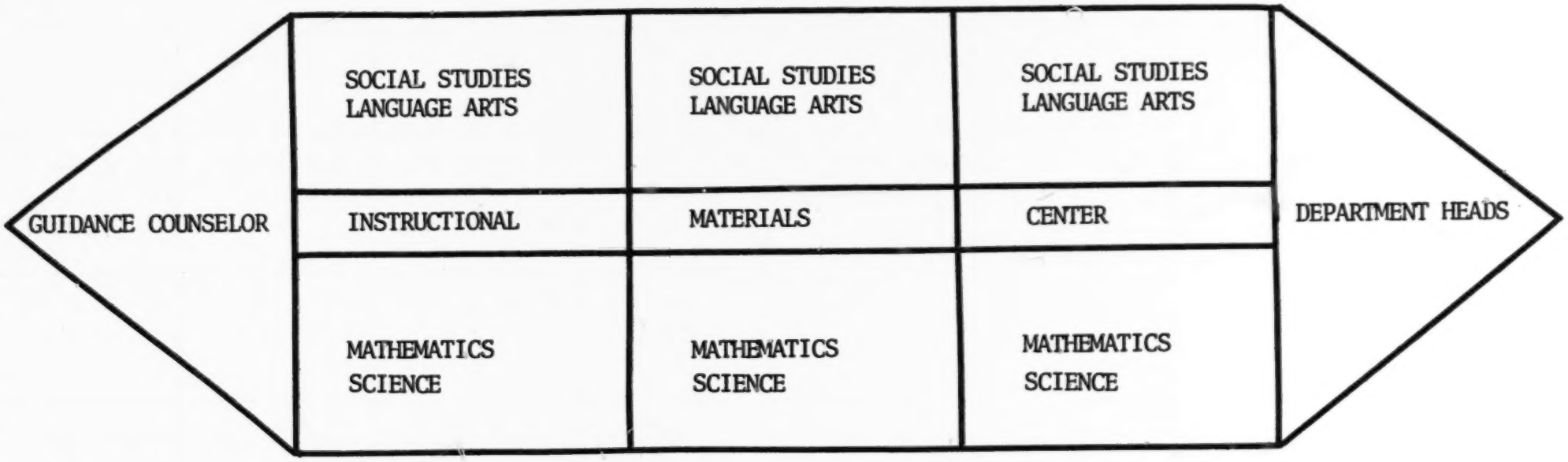
VERTICAL TEAM APPROACH



This would be a vertical team approach. These teachers would meet to review the individual progress of students and coordinate their programs during teacher planning time.

Guidance Counselors can further assist teams and students so that the needs of students can be met.

● HORIZONTAL TEAM APPROACH



Woven into the program will also be a horizontal team approach. This will be accomplished through back-to-back scheduling.

Blocks of time will include:

1. Social Studies - Language Arts
2. Math - Science
3. Associative Arts

Two or three teachers (i.e. Science) can work together for instructional purposes if this is planned. They might work with large groups, small groups or individuals. Grouping will be flexible and will vary according to need.

Lines may also be crossed for further instructional purposes; for example, social studies teachers could work with language arts teachers, math teachers with science teachers.

The teacher schedule would approximate the following:

50% Large group and small group instruction
25% Assisting students with independent study or laboratory work
25% Planning with other teachers

The students would meet with guidance counselors related to independent study. After discussion with students, decisions would be made. Teachers would know in advance which students would be working with them.

Classifications for Independent Study:

a. Student needs additional help
b. Interested in a certain area
c. Advanced Achievement - wants to go further
d. Reference work in Instructional Materials Center

The Instructional Materials Center will be the heart of the reference program for books and visual aids. Classrooms should be closely associated with the Instructional Materials Center in order to get the best teacher use of materials. The Instructional Materials Center should contain all materials supplementary and otherwise used in the learning process. Areas should be provided for review of filmstrips, tapes, microfilm, recordings, etc. Study carrels, small work area spaces, with comfortable furniture for reading and study should be included. In order to get maximum use on the part of students and teachers, conference rooms and teacher's offices should be adjacent and accessible to the Instructional Materials Center.

TYPICAL PUPIL SCHEDULE

BLOCK BLOCK 5-1 5-3 5-5	V. ARTS V. ARTS 5-2 5-4 5-6	SCIENCE SCIENCE 6-1 6-3 6-5	BLOCK BLOCK 6-2 6-4 6-6	SOC. ST. SOC. ST. 7-1 7-3 7-5	ENG. ENG. ENG. 7-2 7-4 7-6	MATH MATH MATH 8-1 8-3 8-5	V. ARTS V. ARTS 8-2 8-4 8-6
BLOCK BLOCK 5-1 5-3 5-5	V. ARTS V. ARTS 5-2 5-4 5-6	MATH MATH MATH 6-1 6-3 6-5	BLOCK BLOCK 6-2 6-4 6-6	ENG. ENG. ENG. 7-1 7-3 7-5	SOC. ST. SOC. ST. 7-2 7-4 7-6	SCIENCE SCIENCE 8-1 8-3 8-5	IND. ST. IND. ST 8-2 8-4 8-6
	SCIENCE SCIENCE 5-2 5-4 5-6	V. ARTS V. ARTS 6-1 6-3 6-5		UNIF. ARTS. 7-1 7-3 7-5	MATH MATH MATH 7-2 7-4 7-6	IND. ST. IND. ST. 8-1 8-3 8-5	V. ARTS V. ARTS 8-2 8-4 8-6
V. ARTS V. ARTS 5-1 5-3 5-5	MATH MATH MATH 5-2 5-4 5-6		MATH MATH MATH 6-2 6-4 6-6	IND. ST. IND. ST. 7-1 7-3 7-5	SCIENCE SCIENCE 7-2 7-4 7-6	V. ARTS V. ARTS 8-1 8-3 8-5	SCIENCE SCIENCE 8-2 8-4 8-6
	BLOCK BLOCK 5-2 5-4 5-6	BLOCK BLOCK 6-1 6-3 6-5	SCIENCE SCIENCE 6-2 6-4 6-6	V. ARTS V. ARTS 7-1 7-3 7-5	V. ARTS V. ARTS 7-2 7-4 7-6		MATH MATH MATH 8-2 8-4 8-6
SCIENCE SCIENCE 5-1 5-3 5-5			V. ARTS V. ARTS 6-2 6-4 6-6	MATH MATH MATH 7-1 7-3 7-5	IND. ST. IND. ST. 7-2 7-4 7-6	ENG. ENG. ENG. 8-1 8-3 8-5	SOC. ST. SOC. ST 8-2 8-4 8-6
MATH MATH MATH 5-1 5-3 5-5				SCIENCE SCIENCE 7-1 7-3 7-5	V. ARTS V. ARTS 7-2 7-4 7-6	SOC. ST. SOC. ST. 8-1 8-3 8-5	ENG. ENG. ENG. 8-2 8-4 8-6
INDEPENDENT STUDY 5-1 5-3 5-5	INDEPENDENT STUDY 5-2 5-4 5-6	INDEPENDENT STUDY 6-1 6-3 6-5	INDEPENDENT STUDY 6-2 6-4 6-6	INDEPENDENT STUDY 7-1 7-3 7-5	INDEPENDENT STUDY 7-2 7-4 7-6	INDEPENDENT STUDY 8-1 8-3 8-5	INDEPENDENT STU 8-2 8-4 8-6

PUPIL SCHEDULE
HENRY B. duPONT MIDDLE SCHOOL
ALEXIS I.duPONT SCHOOL DISTRICT

600 pupils

Teachers
6 Block
3 Soc. St.
6 Science
3 English
6 Math

700 pupils

Teachers
7 Block
3½ Soc. St.
7 Science
3½ Eng.
7 Math

TYPICAL TEACHER SCHEDULE

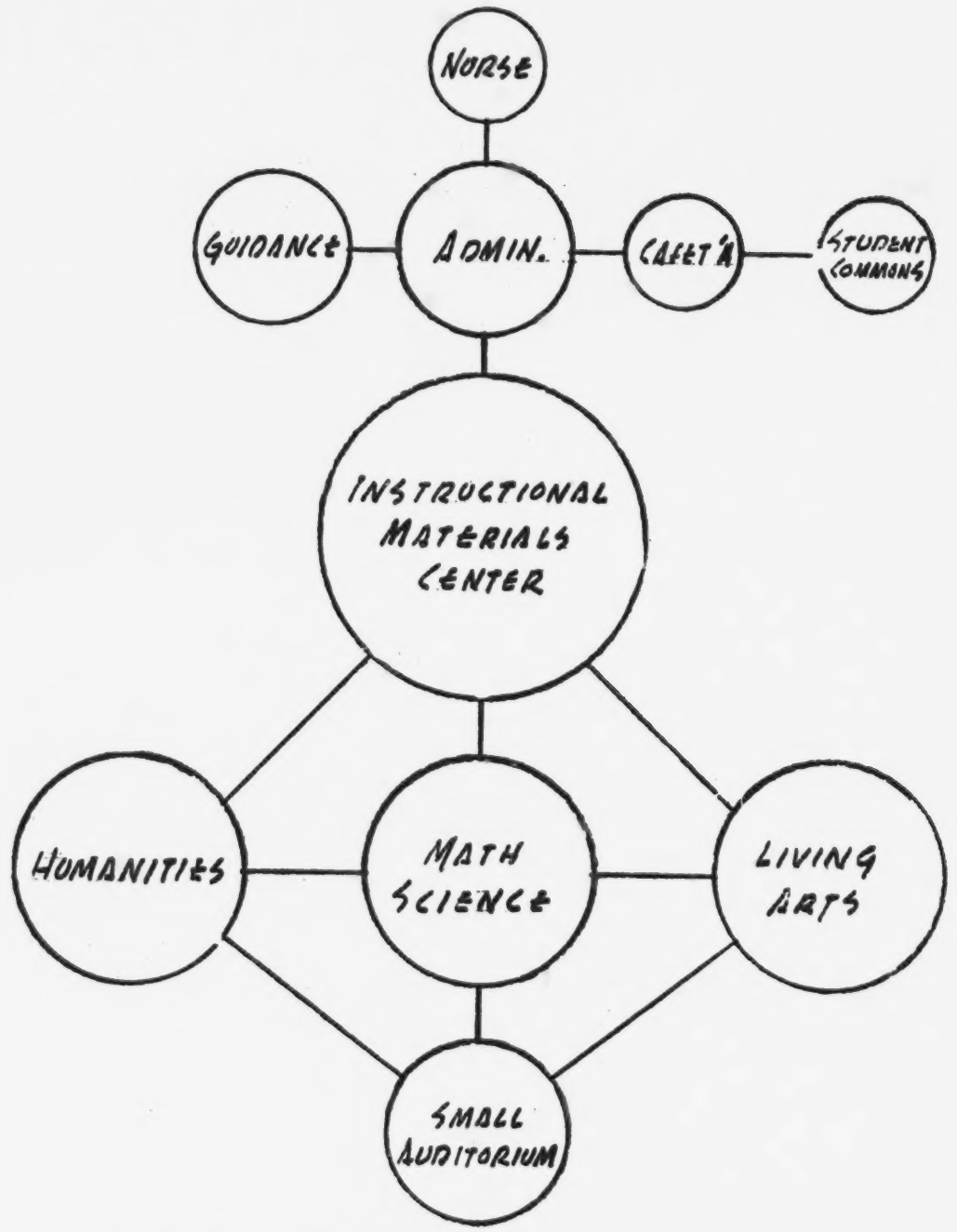
GRADE 5	GRADE 6	GRADE 7	GRADE 8
SMALL AND LARGE GROUP TEAM	SMALL AND LARGE GROUP TEAM	TEACHER TEAM PLANNING BLOCK	SMALL AND LARGE GROUP TEAM
SMALL AND LARGE GROUP TEAM	SMALL AND LARGE GROUP TEAM	SMALL AND LARGE GROUP TEAM	TEACHER TEAM PLANNING BLOCK
TEACHER TEAM PLANNING BLOCK	TEACHER TEAM PLANNING BLOCK	SMALL AND LARGE GROUP TEAM	SMALL AND LARGE GROUP TEAM
ASSIST STUDENTS DURING THEIR INDEPENDENT STUDY TIME	ASSIST STUDENTS DURING THEIR INDEPENDENT STUDY TIME	ASSIST STUDENTS DURING THEIR INDEPENDENT STUDY TIME	ASSIST STUDENTS DURING THEIR INDEPENDENT STUDY TIME

A

7/18/68

BASIC PROGRAM ELEMENTS

TOO STUDENT CAPACITY WITH ANCILLARY FACILITIES FOR 1000.

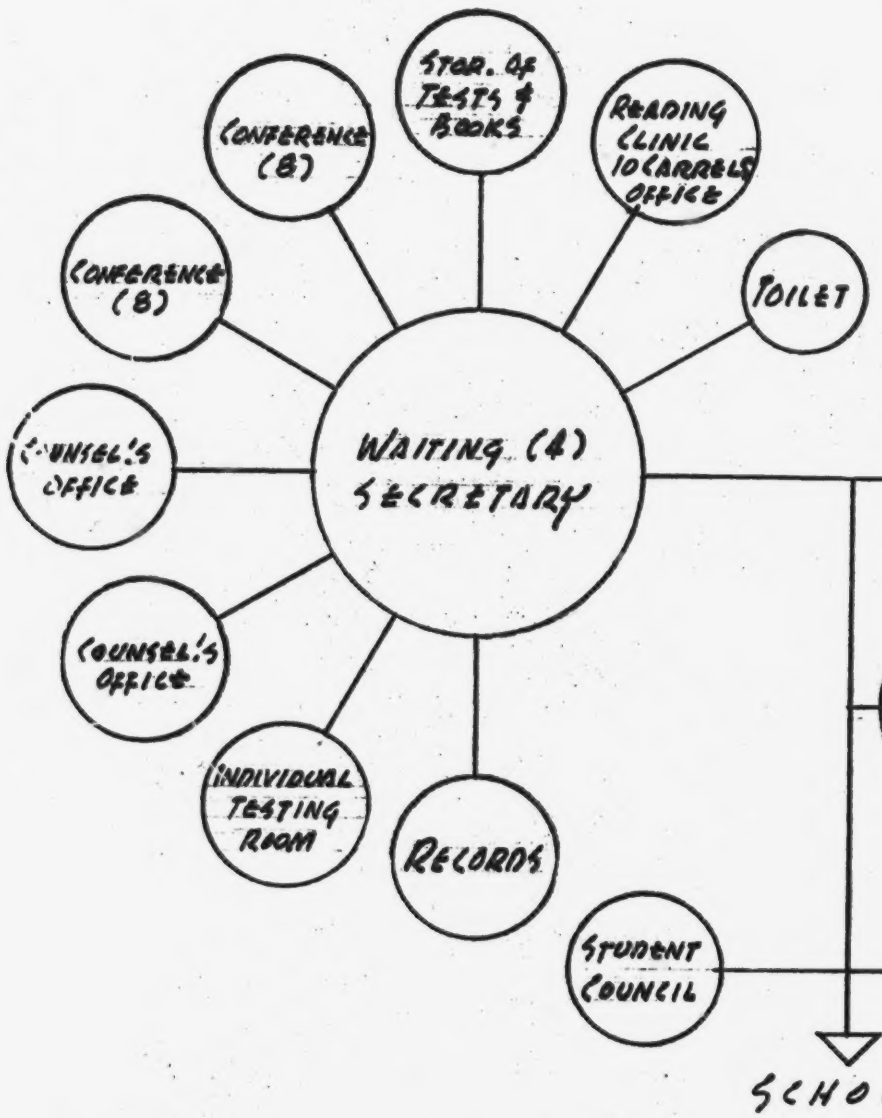


B

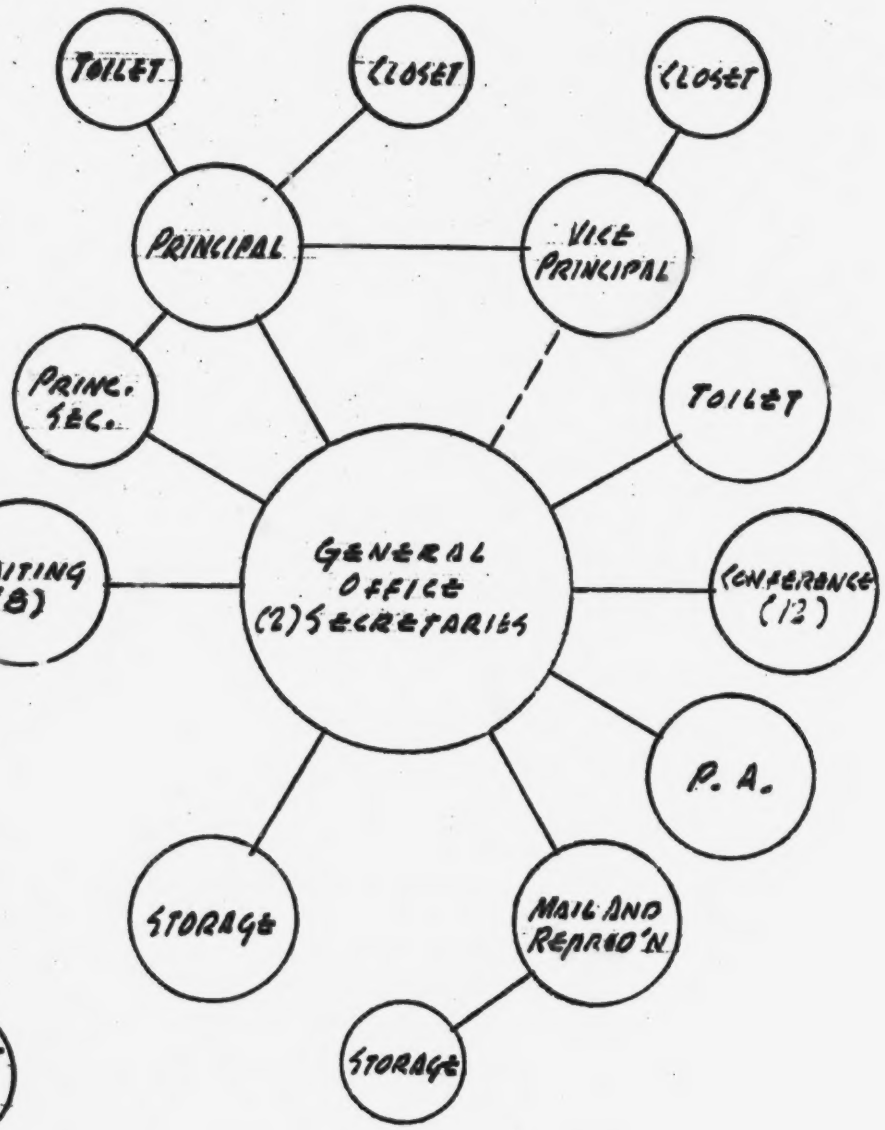
7/18/68

R - 7/29/68

GUIDANCE



ADMINISTRATION

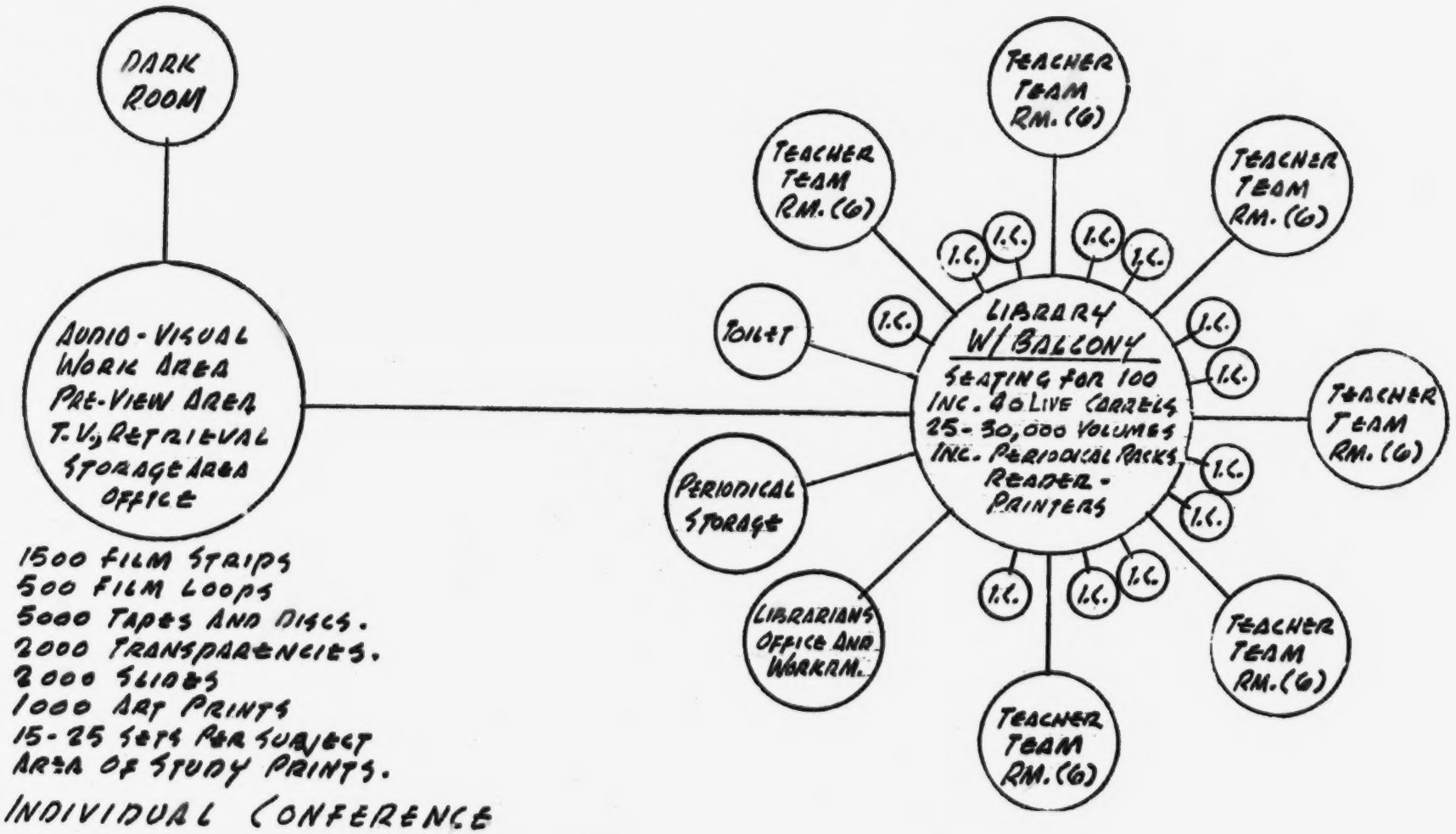


C

7/18/68

R.- 7/29/68

INSTRUCTIONAL MATERIALS CENTER



NOTE: I.C. = INDIVIDUAL CONFERENCE

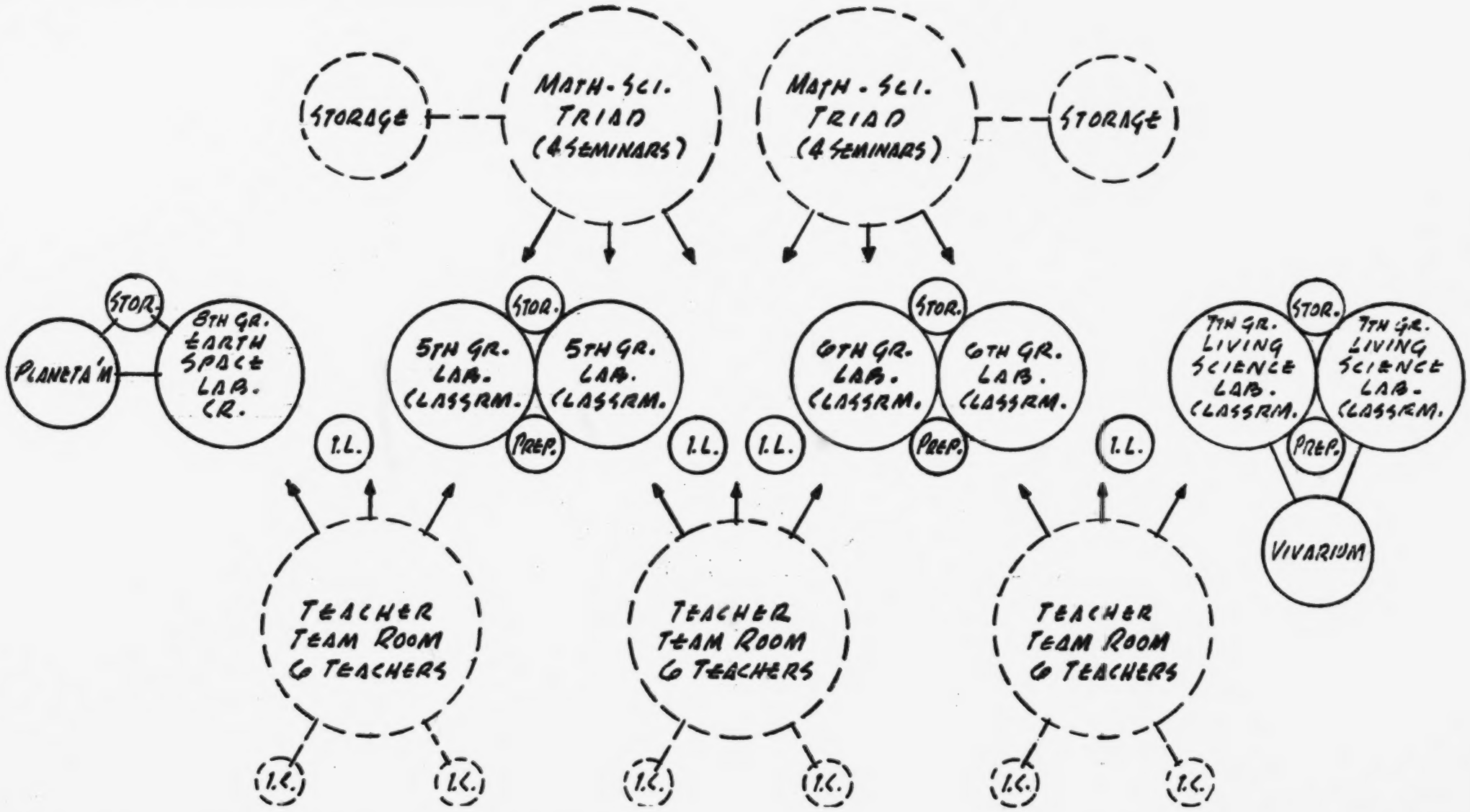
NOTE: TEAM ROOMS TO COVER MATH-SCIENCE AND HUMANITIES ONLY. OTHERS, ELSEWHERE.

D

7/18/68

R. 7/29/68

MATH SCIENCE AREA



NOTE: I.C. = INDIVIDUAL CONFERENCE

NOTE: TRIAD = 3 CLASSROOM SPACE, DIVISIBLE

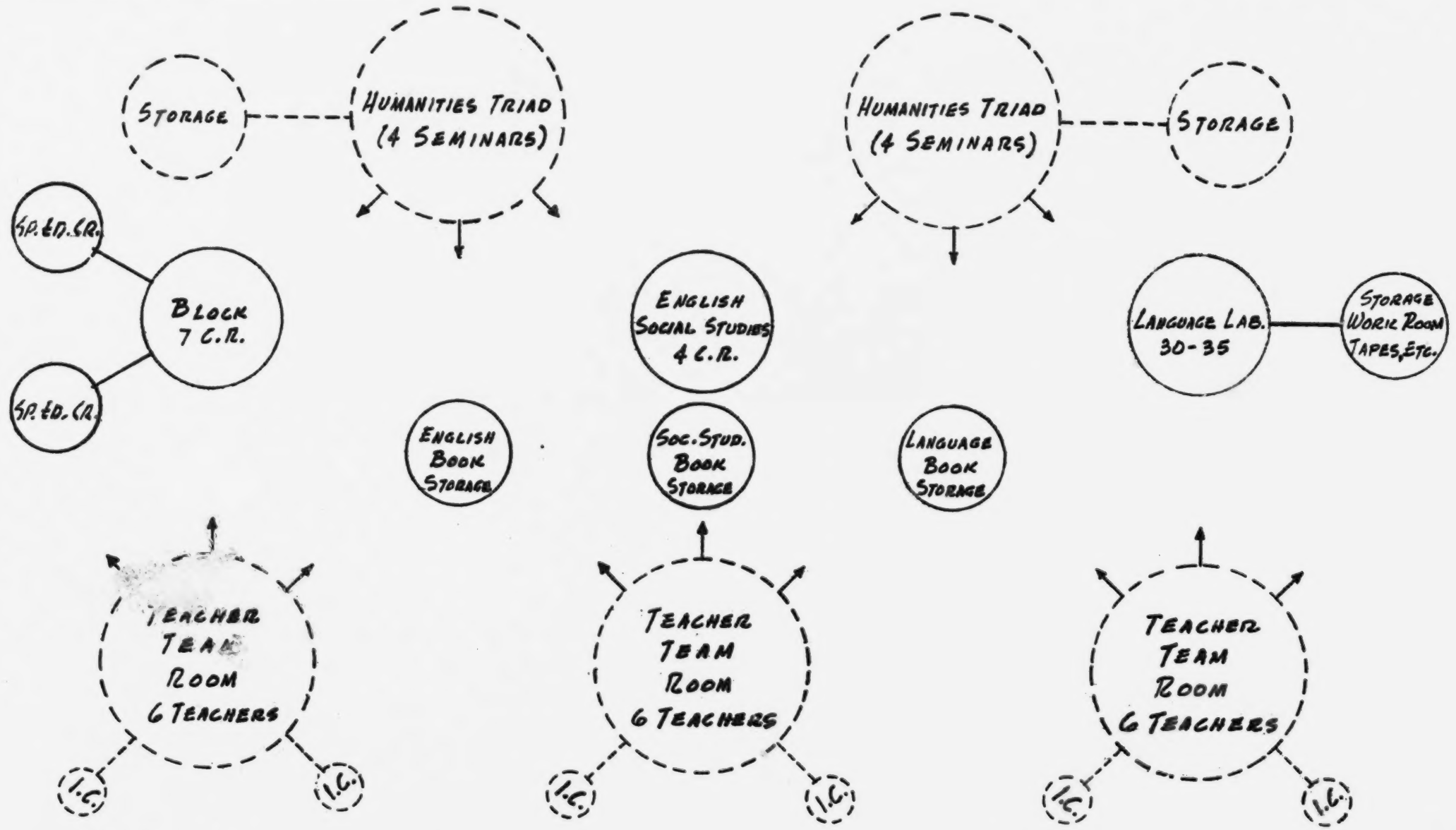
NOTE: I.L. = INDIVIDUAL LAB.

E

7/18/68

R. 7/29/68

HUMANITIES AREA



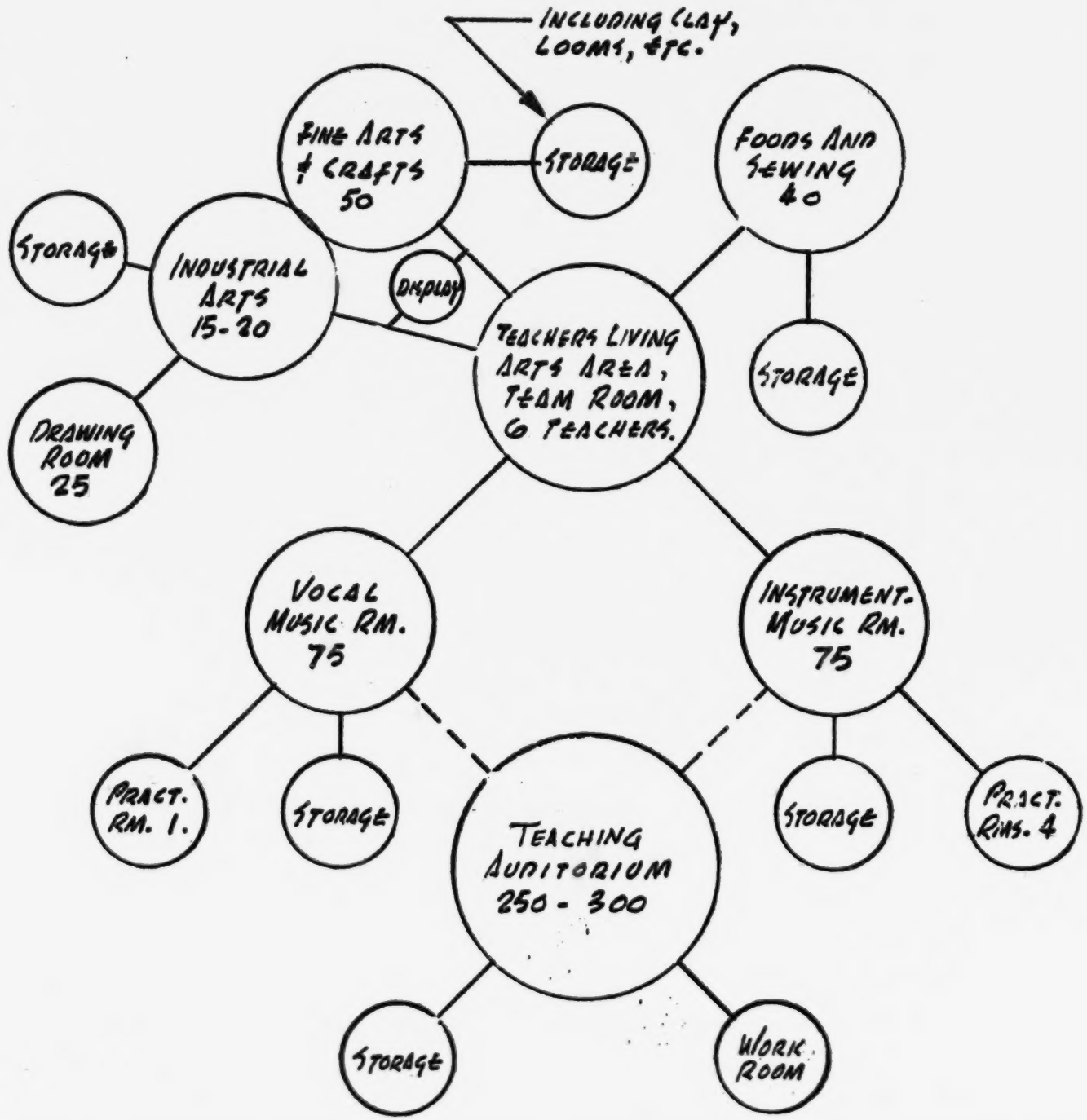
NOTE: I. C. = INDIVIDUAL CONFERENCE

NOTE: TRIAD = 3 CLASSROOM SPACE DIVISIBLE

F

7/18/68

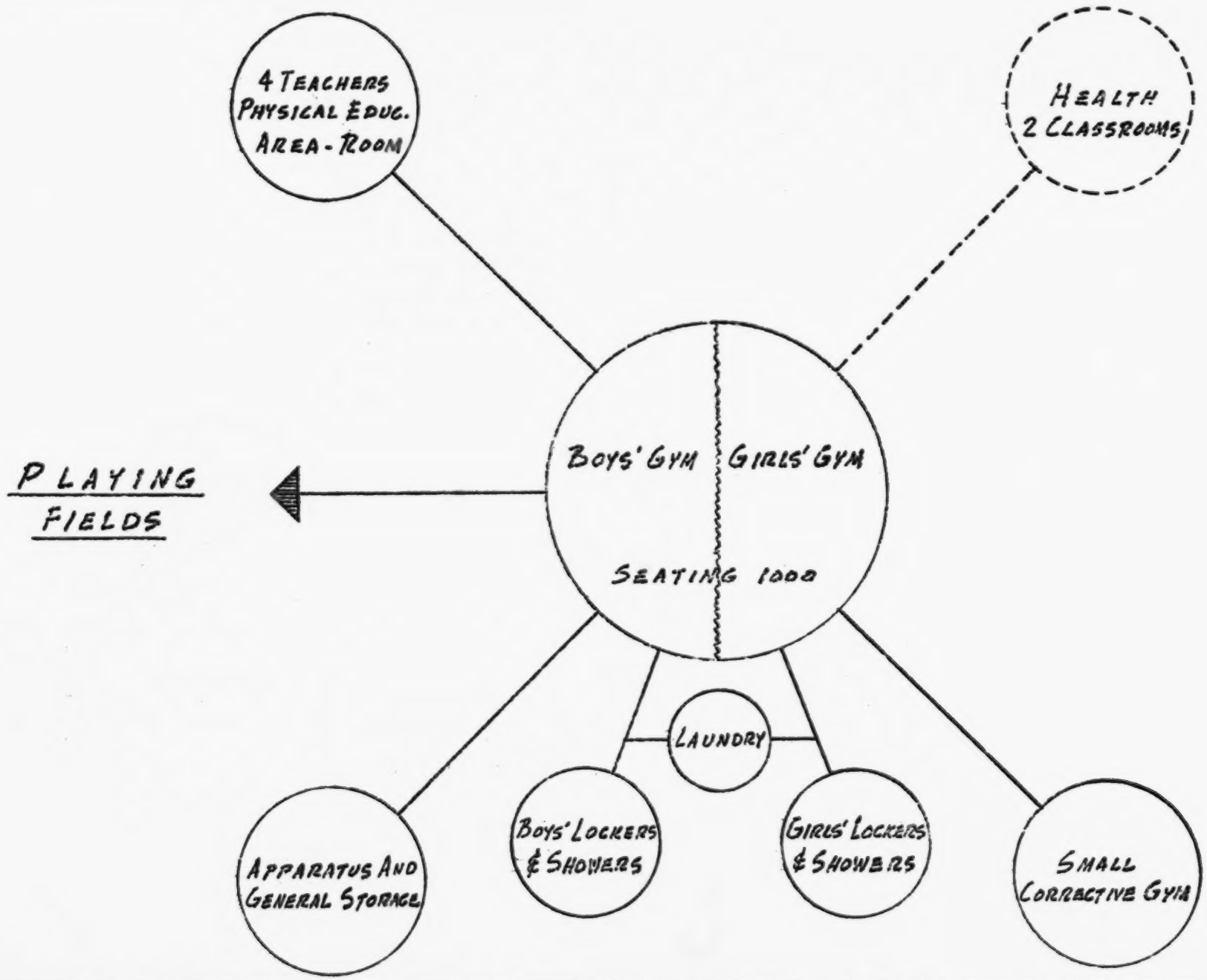
LIVING ARTS AREA



G

7/18/68

PHYSICAL EDUCATION

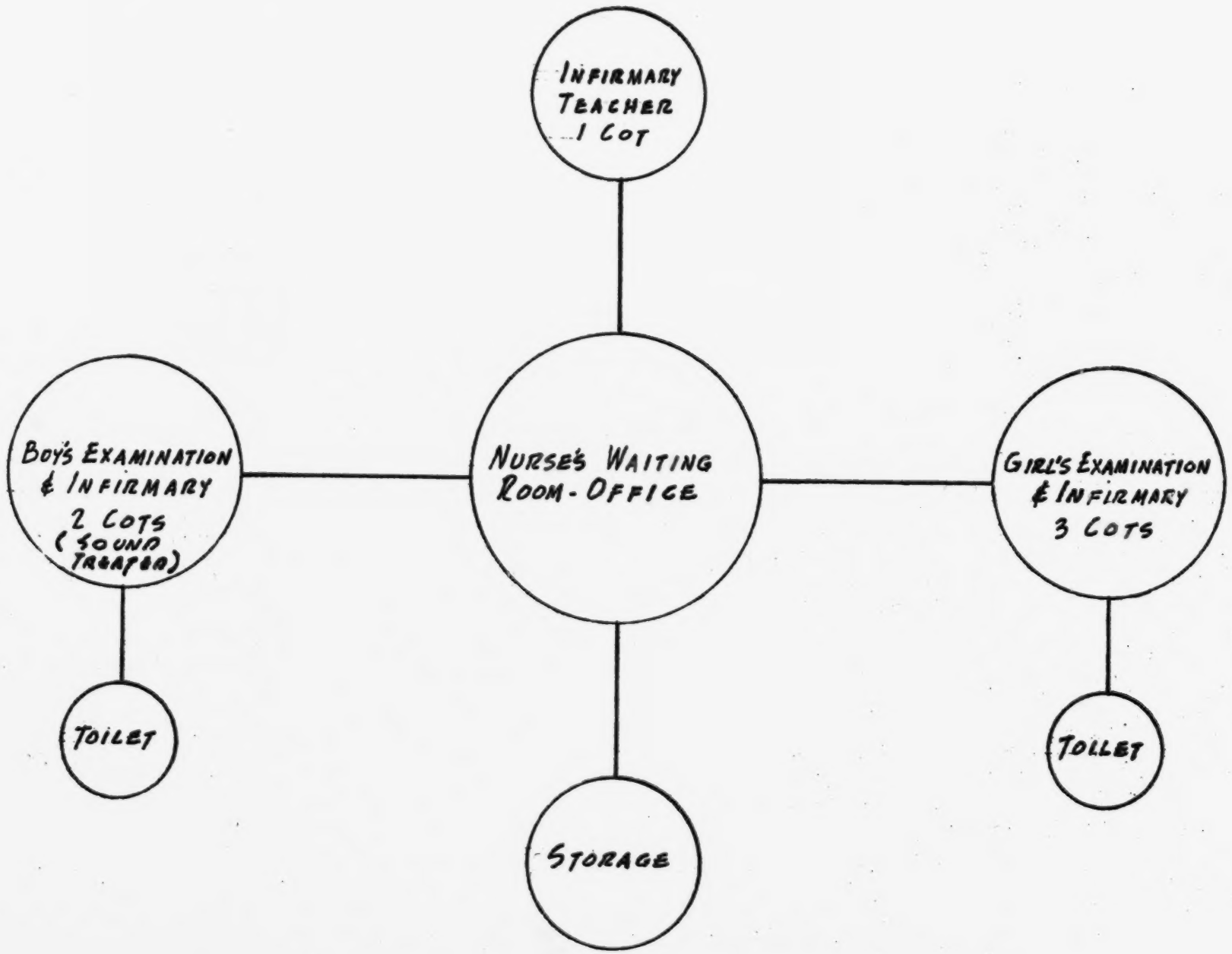


H

7/18/68

R- 7/29/68

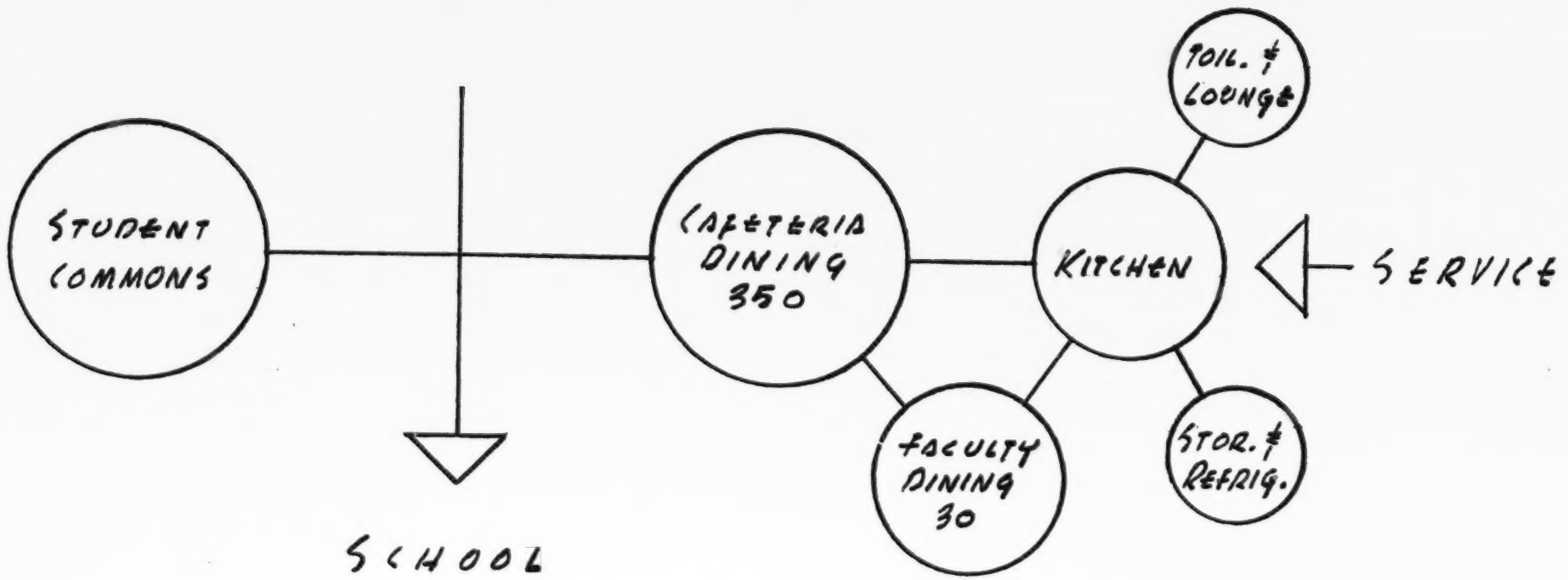
NURSES SUITE



I

7/29/68

FOOD SERVICES



DATA SHEET

LOCATION

BENGE & FRIENDS MEETING HOUSE ROADS
MILL CREEK HUNDRED
NEW CASTLE COUNTY, DELAWARE

AREA OF BUILDING

127,032 SQUARE FEET

TYPE OF SCHOOL

MIDDLE SCHOOL-GRADES 5 Through 8

SIZE OF SITE

25 ACRES

VOLUME OF BUILDING

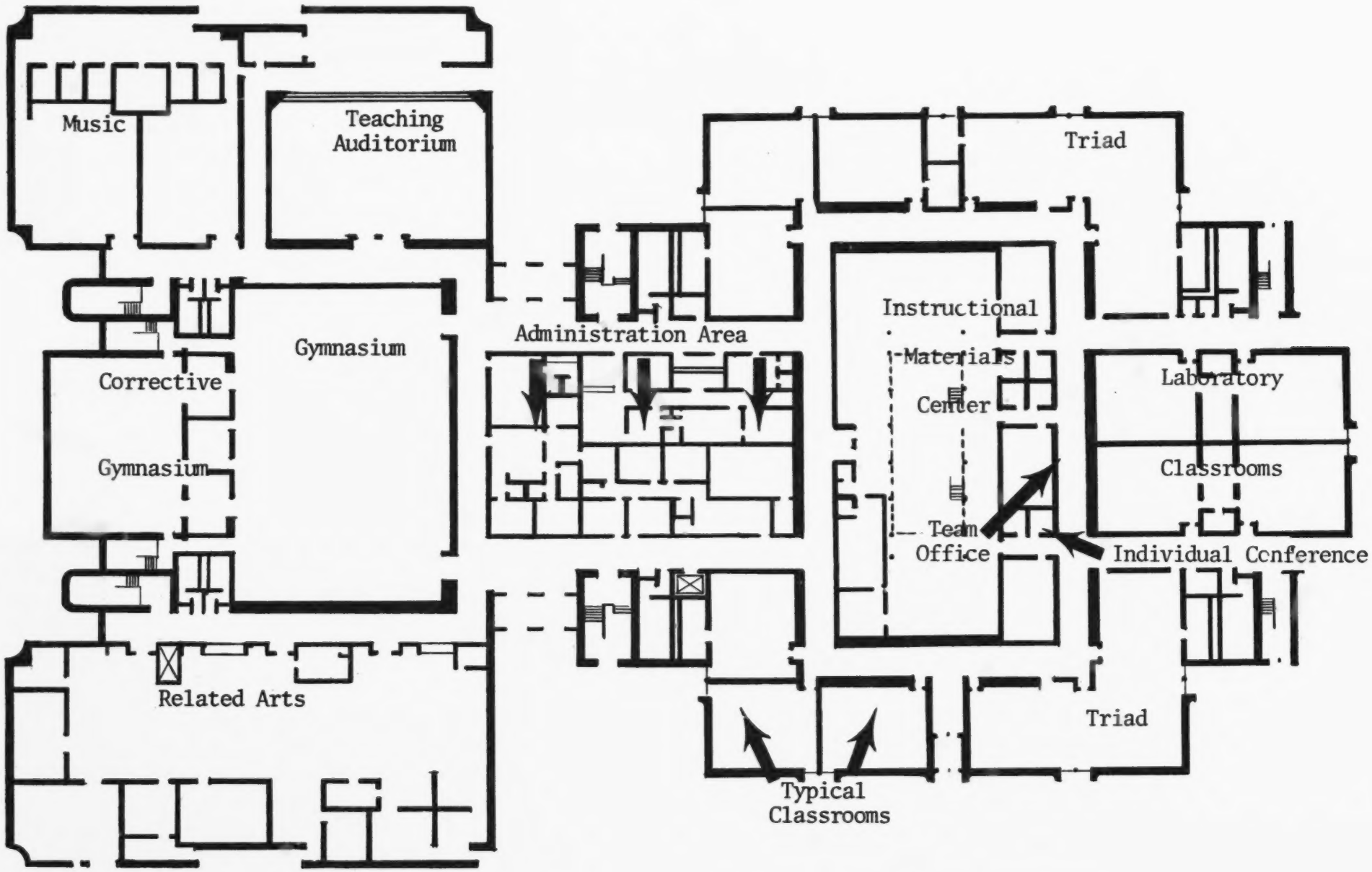
1,918,721 CUBIC FEET

SPACE PER STUDENT

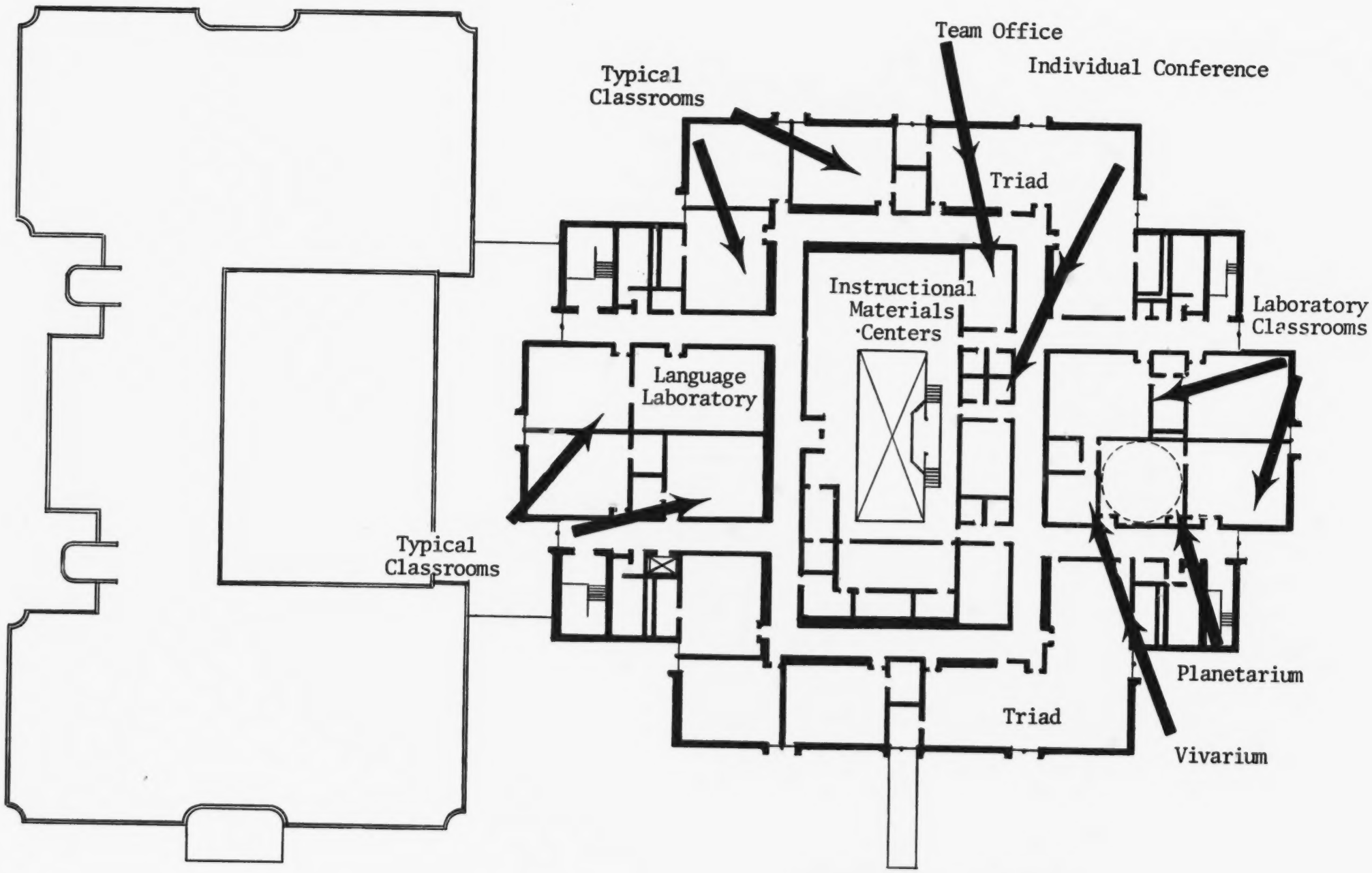
181 SQUARE FEET

CAPACITY

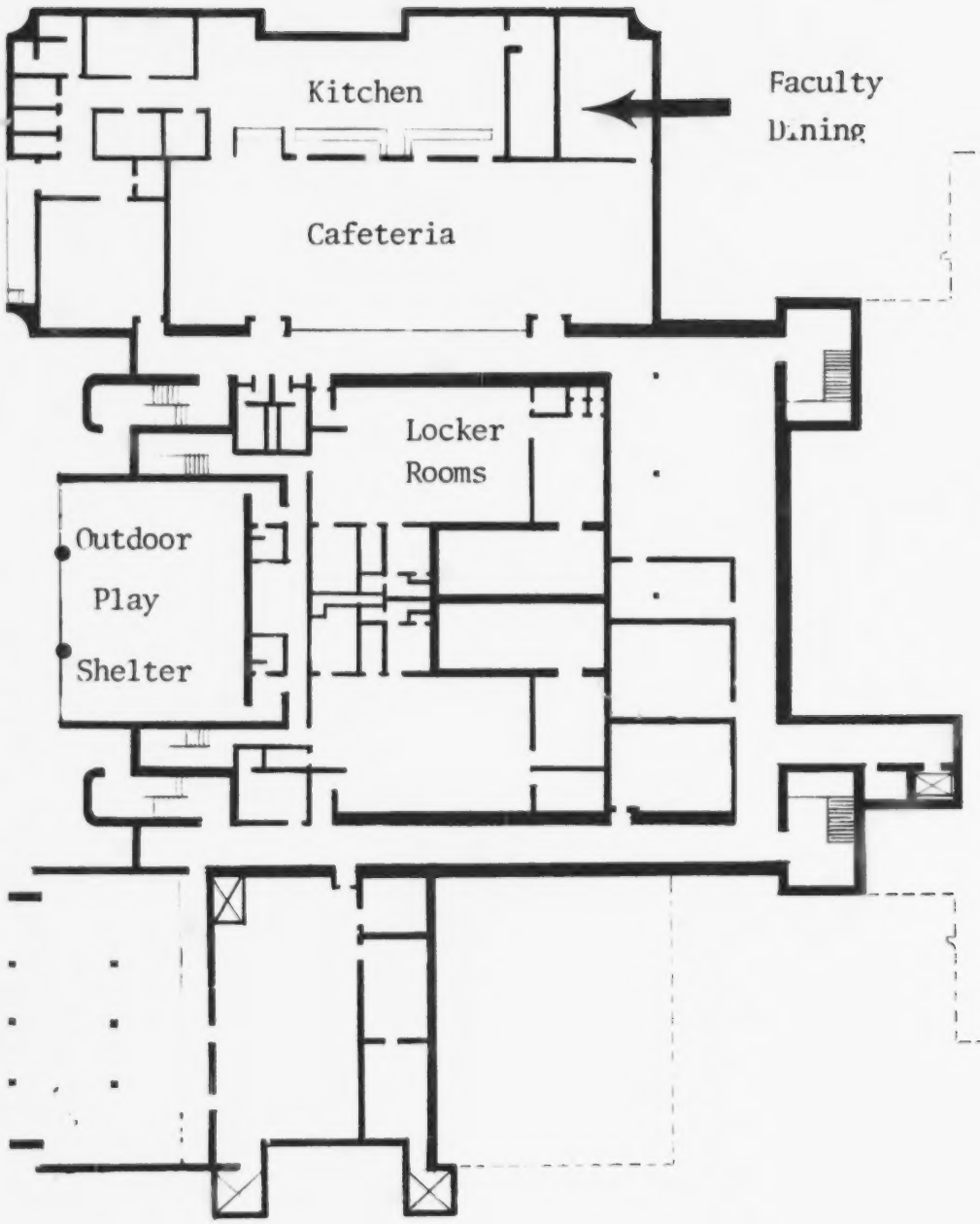
700 PUPILS NOW-(1000 PUPILS ,FUTURE)


Music
Teaching Auditorium
Gymnasium
Corrective
Gymnasium
Related Arts
Administration Area
Triad
Instructional Materials Center
Laboratory
Classrooms
Team Office
Individual Conference
Triad
Typical Classrooms

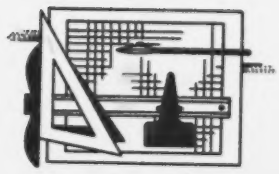
MAIN LEVEL



SECOND LEVEL


Kitchen
Faculty
Dining
Cafeteria
Locker
Rooms
Outdoor
Play
Shelter

LOWER LEVEL



Printed by the Alexis I. duPont

Graphic Arts Department